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ABSTRACT

In 1992, the Academic Senate for the California Community Colleges adopted this report on the state's accreditation, and directed the Executive Committee to work with the Accreditation Committee in order to implement its recommendations to the greatest extent possible. Suggestions concerning the composition and effectiveness of visiting teams are included, along with recommendations offered to the Commission and to the Academic Senate itself for strengthening the activities concerning accreditation. Specific areas covered in the recommendations included the following: the self-study; the visiting team report; the Commission; and the standards. Two related reports are attached. The first, adopted in spring 1990 by the Educational Policies Committee of the Academic Senate, focuses on accreditation in terms of evaluating the collective faculty. The second report provides a list of Academic Senate resolutions on accreditation from 1979-1991. (JMC)

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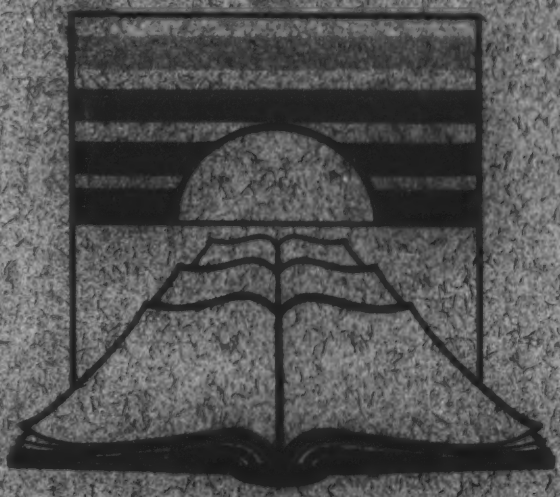
STRENGTHENING THE ACCREDITATION PROCESS

May 1992



The Academic Senate
for
California Community Colleges

JC920200

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This document, "Strengthening the Accreditation Process," was adopted at the 1992 Spring Session with direction to the Executive Committee "to work with the Accreditation Commission to implement the recommendations to the greatest extent possible." The recommendations include suggestions for composition of visiting teams and for making the work of visiting teams more effective. There are also suggestions for the work of the Committion and for the Academic Senate itself in strengthening accreditation.

As the Senate works with the Commission concerning the recommendations in this document, we would appreciate comments from local senates concerning accreditation. Please send your comments to the Academic Senate Office or to any member of the Ad Hoc Committee.

This document was produced on recycled paper.

Strengthening the Accreditation Process

Adopted 1992 Spring Session

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Adopted, Spring Session, 1992

STRENGTHENING THE ACCREDITATION PROCESS

The general goal of the Accrediting Commission for Community and Junior Colleges[1] might almost be a statement of the overall goal of the Academic Senate as well:

> While the Commission works to establish minimum standards of quality for institutions, its primary focus is to foster educational excellence. . . . The Commission tries to deal with institutional differences in ways that protect both general standards of excellence and individualized educational philosophy and practice.[2]

The goals of the Senate and the Commission are so nearly the same, that we should be working in active cooperation to achieve those goals. This paper has been developed in the hope that it will be only the first phase of a Senate commitment of its energy and resources to strengthen faculty participation in accreditation. The Accrediting Commission for Community and Junior Colleges is already a leader among accrediting commissions both in the level of challenge it brings to its member institutions and the amount of participation by faculty on Visiting Teams and on the Commission itself. Yet, the Senate sees the potential for accreditation to function far more effectively with some changes. The hope is that the Senate can work closely with the Commission to implement these proposals in reasonable and effective ways and to increase the faculty's awareness of the importance and potential of the accreditation process.

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[1] The Accrediting Commission for Community and Junior Colleges does not only accredit California's public community colleges. These recommendations are intended to be appropriate to all kinds of colleges. Of course, some of the current standards already apply to some but not all of the colleges. For example, standard 8D1 requires senates but permits private colleges to have "a formal process for providing input" which need not be a senate. Therefore, they could be adopted only for the California community colleges or, perhaps with some modification, for all the colleges the Commission accredits.

[2] "Handbook of Accreditation and Policy Manual," Accrediting Commission for Community and Junior Colleges, 1990 Edition, p. 1.

This particular document focuses primarily on the procedures of the Accrediting Commission itself. This document also contains, however, the recommendation that the Senate further strengthen accreditation by committing more of the Senate's own energy and resources to improving the preparation of faculty to participate in accreditation whether at their own college or as members of Visiting Teams. In these ways, among others, cooperation and communication between the Commission and the Senate can make a substantial difference to educational excellence at community and junior colleges, both California's public community colleges and the other colleges which are served by the Commission.

Strengthening the Self-Study

The Commission's "Guide to Institutional Self Study and Reports to the Commission" already makes clear that the self-study should be developed with wide involvement, that it should include responses to the recommendations in the final report of the previous accreditation review, and that faculty should play a major role in the development of the self-study. The Senate and the Commission should work together to ensure the following occur as well:

1. The self-study should be used together with the final report in the college's planning processes. They should be utilized by the college and district planning and budget committees and the major recommendations, at least, should be incorporated into the planning documents, the budget, and the college and district goals.

2. All who participate in the development of the self-study should portray both the strengths and the weaknesses of the college accurately and fully.

Strengthening the Visiting Team Report

Collegiality and the role of faculty in determining policies on academic and professional matters have been a central part of the reform of California's public community colleges in recent years. However, collegiality and a strong faculty role are widely regarded as the appropriate form of governance for institutions of higher education in general. The role of faculty on the Visiting Teams must

be strengthened so that the accreditation process itself will truly be a model for the role of faculty on issues of academic quality and effectiveness.

1. Faculty should comprise not less than half the members of the Visiting Team.

At the California community colleges, administrators are no longer a majority on college committees on academic and professional matters. For the same reasons, administrators should no longer comprise a majority on Visiting Teams. Although in practice faculty often comprise only 25% of teams and sometimes even less, the policy is that four to five members out of the ten that make up a typical team should be faculty. This policy should be strengthened and the implementation problems should be resolved so that the policy is carried out consistently.[3]

2. Not only faculty but also instruction and student services administrators should be given more opportunities to be Visiting Team leaders.

Many faculty could serve very effectively in this role as could administrators other than the chief executive officers. There are some colleges where it would be particularly meaningful and effective to have a faculty member as the leader of the team. It would convey better than any words the commitment

[3] Specifically, the staff has had difficulty finding replacements for faculty who are forced to withdraw from a team at the last minute. Secondly, sometimes a faculty member becomes an administrator in the interim between being appointed to the team and the team visit. When this happens, the person is still permitted to be on the team. In addition, since the same responsibilities make one an administrator in one district but a faculty member in another, it is sometimes difficult to tell who on the team is faculty and who is not. Lastly, faculty have a more difficult time leaving campus for the visit than do administrators. None of these obstacles seems particularly difficult to solve, and the Senate looks forward to working with the Executive Director to ensure that practice reflects policy, and faculty truly constitute half the members of teams or even more. One way to solve these problems would more be campus support for faculty going on visits, for example, by providing substitutes.

to collegiality that is so important to effective operation of colleges and universities. Just as the percentage of faculty on the Commission has increased, just as the percentage of faculty on teams has increased and will continue to increase, so should the leadership role be given increasingly to faculty. The objection has been raised that faculty do not usually have secretaries to help, but certainly colleges would be willing to offer the necessary secretarial support. For many faculty, the leader's role would entail too many days of missed classes. However, for many others it would be possible to plan carefully so that they could perform this important role without ceasing to perform their own faculty role at their campus effectively. Indeed, an administrator who performs this role will also have to do some careful planning and accept some price in terms of their activities at their own college.

3. To the extent possible consistent with the legal obligations of the Commission to be independent of certain types of external organizations, faculty members of teams as well as faculty members of the Commission itself should be selected from those held in high regard by the faculty. The Academic Senate should establish a process to develop a list of well-qualified candidates and submit that list to the Executive Director and update it regularly. The Executive Director should rely to a large extent on that list when selecting faculty to serve on Visiting Teams.

The intent of this recommendation is not to exclude the names of those faculty who have already served effectively as members of teams. In addition, there is no intent to try to control the Executive Director. The Senate could provide a very long list with many faculty in each of the various categories needed: by geography, sex, ethnicity, and discipline. The point is only to ensure that the faculty selected are highly respected by other faculty. If the Commission feels that this process would draw its independence into question, then other approaches should be explored that protect both the Commission's independence and ensure that the most effective faculty are selected

4. The Visiting Team should review academic standards at the college. As at least one part of this review, course outlines, Academic Standards forms where required,[4] syllabi, ~~and~~ exams, and related course materials for a sample of courses should be considered to see whether degree-applicable courses are indeed baccalaureate level.

A basic part of accreditation should certainly be academic standards. If there is substantial question about whether the degree-applicable courses truly are, on paper and in practice, college-level, the college would not deserve accreditation.

5. The president of the academic senate should be invited to attend the meeting when, prior to the exit report, the Visiting Team leader meets with the college president.

6. The final Visiting Team report including the action of the Commission should be provided at a minimum to all who sign the self-study. If the college president suggests factual changes to the draft copy of the team report, that letter should be signed by the same people who sign the self-study.

For the same reasons that all these people sign the self-study itself, they should also be given a copy of the Visiting Team's preliminary report and a chance to indicate agreement with the suggested factual changes. To include them in these other stages is no more an impugning of the president's integrity than is including their signatures on the initial self-study. The credibility of the accreditation process can only be strengthened by removing even the possibility or appearance of its being influenced in inappropriate ways by any constituency.

[4] These are forms which are required for California community college courses by Title 5 to ensure courses are baccalaureate level.

7. Every team member should be made aware that minority reports should be submitted when needed so that the Commission hears about important matters on which consensus was not reached. Such reports should continue to be made part of the final report.

8. The team leader should get the draft report to the members of the team promptly and, at a minimum, in sufficient time so that the team members have at least ten days to review the report carefully.

9. The team should meet via a conference telephone call once their complete report is in writing to ensure that the report genuinely represents a consensus of the Visiting Team. A face-to-face team meeting for this purpose should be held if requested by at least three members who feel there are substantial unresolved questions.

Such a meeting would be very expensive and usually unnecessary. However, where there are areas of fundamental disagreement, that option should exist.[5] *However, the three days of the visit itself do not provide enough time to gather all the information necessary and to get all the reports and recommendations into a written document with time left to bring the team to consensus around those recommendations.*

10. The evaluation of the team leader by the members of the team should occur after the entire process is completed, and the team has received the the team report as it will go to the Commission.

11. The Visiting Team should be evaluated by some people from the college that is being visited.

[5] Team visits or the Commission's own meetings might need to be scheduled in a new way to allow for the additional time some team reports would take under this proposal.

12. In addition to college and district accreditation visits, there should be a visit to review statewide practices and policies by a team composed of faculty and administrators from the very best community colleges from outside of California as well as university faculty and administrators.

Usually all the members of the team visiting one California community college are currently employed at other California community colleges. Consciously or not so consciously, the standard then begins to become skewed towards whether this particular college falls short of or exceeds the norm as determined by the other California community colleges. Since more and more of what the California community colleges do is shaped by state budget decisions as well as by state law, both regulation and statute, the question becomes whether the norm itself may not be questionable at least at some future date. At best, having teams almost exclusively made up of members from other Californian community colleges risks making the frame of reference unnecessarily limited. At worst, it may lead us to accept even egregious faults because they have been fostered or imposed by Sacramento. Ideally, the national perspective should be present as a dimension of every team's report. However, it would be unreasonably expensive to add additional members from outside the state to every team. Therefore, the proposal here is to bring a team every few years to look at the state and report their commendations, concerns, and recommendations. The state Chancellor should work with the Academic Senate and others to develop a self-study, and the team should visit a small number of colleges chosen to be as representative as possible of the system. That team's recommendations should be appended to each college's self-study to alert that college's accreditation team to possible problems that stood out from another frame of reference. Each college self-study and each Visiting Team would be expected to respond to those recommendations.[6]

[6] Since the process would not result in the accreditation of the state system but only in providing another dimension to the accreditation of the individual colleges, the Commission may feel these activities are not something it should be requiring. Its endorsement of the value of this information would still be welcome as other approaches are investigated as

Strengthening the Commission

The membership on the Commission itself should be changed gradually until there is a balance of administrators and faculty.

These additional faculty need not be from the California community colleges. Four of the members of the Commission come from colleges and universities outside the California community colleges. If these groups would agree to be represented by a faculty member alternately with an administrator, that would achieve the balance sought.[7]

Strengthening the Standards

The Accrediting Commission only recently conducted a complete review of the standards. Therefore, the Senate has not made extensive recommendations at this time about the standards themselves. Rather, the Senate intends to review the standards in the future and will make recommendations at that time. However, there are two areas that deserve prompt attention from the Commission:

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a way to accomplish it. The question would still remain, however, of how should the Commission respond to the reality that state policies, whether budget decisions or statutes and regulations, are a key component in the quality of the individual colleges and that teams from the other colleges which are also operating under the same constraints are at some disadvantage in evaluating these constraints. They may fail to criticize them just because they are so familiar and known to be beyond the college's control and even should they criticize them it may appear self-serving, part of an effort to put pressure on the state.

[7] The Commission is currently composed of five faculty, nine administrators, and three public members, who are often trustees. The proposed change would result in seven administrators and seven faculty. If some of these outside groups are unwilling to be represented by faculty, perhaps representatives of the UC and CSU Academic Senates could be added, which would also achieve better balance. Since the Commission meets rarely, the additional cost for one or two more members would not be a substantial obstacle.

1. Representatives of the Commission and the Senate should meet to discuss how to incorporate the Senate's proposals on evaluating a college's faculty into the accreditation standards.

At the Commission's request, the Academic Senate developed extensive material for the standard on evaluating the college's faculty. This document was unanimously accepted as an official position of the Academic Senate by resolution at the Spring 1990 Session. (See attached)

2. The Commission should incorporate into the accreditation standards the principles contained in the Senate's recommendations to the Board of Governors on student equity.[8]

The issue of increasing the effectiveness of community colleges in helping students from ethnic minority groups make it into the economic mainstream is so critical to the future that everything possible should be done to foster that effectiveness. The issue of staff diversity is already addressed in the standards themselves. (Available from Senate Office)

Further Senate Activities

1. The Academic Senate for California Community Colleges should direct its Executive Committee to strengthen the preparation of faculty who participate in the accreditation process by helping develop their own college's self-study or by serving on Visiting Teams. Specifically, the Executive Committee shall:

[8] Since there has been some criticism from members of Congress and others that affirmative action was incorporated into accreditation standards, the Commission might prefer to set the standards only in terms of collecting appropriate data on the access and success of various groups and, where it appears the college is failing to foster access or success for particular groups, that it has some process in place to determine the cause and possible remedies of those problems.

a. Revise the Senate document, "Faculty Role in Accreditation."

b. Offer staff development opportunities on the faculty role in accreditation in cooperation with the Commission, at the Fall and Spring Sessions, at the Senate's Summer Leadership Institute, or as a workshop.

2. The Executive Committee shall review the accreditation standards and present recommendations for change to a future session.

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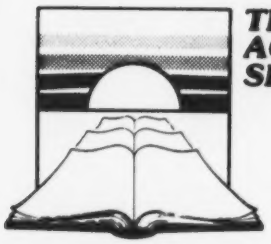
For a brief review of recent Senate positions on accreditation, see attached.



THE ACADEMIC SENATE

For California Community Colleges

Adopted Spring 1990

Educational Policies Committee

ACCREDITATION: EVALUATING THE COLLECTIVE FACULTY

The Academic Senate for California Community Colleges recommends that the following criteria be used by the Accreditation Commission for Community Colleges of the Western Association of Schools and Colleges as a basis for developing standards for evaluating the collective faculty of a college.

Accreditation reports always include the judgment that the college has an excellent and committed faculty. However, neither the Accreditation Commission nor anyone else has defined criteria for reaching such a judgment. The questions proposed in this paper should serve well as a way to detect areas where further inquiry is warranted and where policy changes may be appropriate. It is the fundamental assumption of this proposal, that evaluation should measure outcomes where possible and in a context that gives such data meaning. However, it is also important to look for the institutional support vital to fostering and sustaining an excellent faculty. Of course, no evaluation of a collective faculty would be complete without data about their qualifications and achievements.

I. Characteristics of the Faculty

A. Hiring Process

The selection of new faculty is so important that it is appropriate to address it first. Each college should have a hiring process that ensures that faculty are chosen for their ability to perform their professional responsibilities and their understanding of the characteristics of the students they will serve.

1. At a minimum, the hiring process should include a skills demonstration by the prospective faculty member. Knowledge of the subject matter should be assessed as well as ability to communicate including skillful presentation, enthusiasm, and attention to student response.

2. The process for hiring part-time faculty should not waive any of the above elements. (Availability is all too often the single greatest selection criteria for initial hiring of part-time faculty.)

3. Faculty involvement in hiring should be ensured in a formal, written procedure* (* Here and elsewhere in this document matters that are mandated for California's public community colleges are recommended as standards for all institutions.)

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4. Students demonstrably profit from exposure to a diverse faculty. The hiring process should reflect that need by, at a minimum, observing the principles and goals mandated by Assembly Bill 1725.*

B. Preparation in the Discipline

The percentage of the faculty who have a certain degree or quantity of experience is not an exact measure of quality, but it may indicate an area where further inquiry is appropriate.

1. What is the percentage of the faculty who meet the new minimum qualifications as specified in the Disciplines Lists for the area or areas in which they offer service?* More than 90% of the full-time and part-time faculty should possess qualifications that meet or exceed state minimum hiring standards.

2. What is the percentage of the faculty who possess at least a master's degree in the area or areas in which they offer service, or, for disciplines in which the master's degree is not required, the percentage who possess a bachelor's degree in any field? More than 50% of the full-time and part-time faculty should possess qualifications that exceed state minimum hiring standards.

C. Staff Development

1. Accessibility

Fostering an excellent faculty requires providing adequate resources for staff development. Such programs should include opportunities to work on institutional issues but also opportunities to improve teaching skill and to keep current in the faculty member's discipline. Effective faculty development programs have the following characteristics:

a. A substantial amount of self-determination and design is done by individual faculty members. Support should be provided not only for group or institution-wide programs but also for individually designed programs.

b. Program and resource availability is tied to need rather than time cycles. In this regard, traditional sabbatical leave programs, while essential, are not by themselves sufficient evidence of an effective professional development program.

2. Faculty Awareness

For faculty to make effective use of the opportunities available to them, they must be generally aware of what professional development activities are available and aware of how to secure institutional support for their participation in those activities.

3. Keeping Current in the Discipline

There is no standard way to keep current in one's field and so standard way by which colleges attempt to measure whether faculty members are staying current. The primary goal of including the issue of keeping current here is to encourage colleges to adopt some measure for assessing whether individuals are keeping current and, then, to report the resulting data for the faculty as a whole.

a. What is the percentage of the faculty who, during the previous five years, have taken at least one course in the area or areas in which they offer service or worked outside the college in the discipline in which they serve?

b. What is the percentage of the faculty, who, during the last three years, have attended at least one professional conference in the area of their discipline?

c. For faculty other than those included in "a" of "b", is there some program or support for encouraging them to do so?

D. Evaluation

Another means to fostering an excellent faculty is for the college to have an evaluation policy and procedure that assesses the most important characteristics of an individual faculty member and provides encouragement for improvement. Effective professional evaluation processes have the following characteristics:

1. The process has a means for assessing how effective the faculty member is in performing their professional assignment. Responses from those who are served by the faculty member as well as by peers are essential to this process.

2. The process contains a means for assessing how the faculty member remains current in their field and what conferences, off- campus professional activities, professional development activities and other relevant activities have been undertaken to accomplish this goal.

3. The process has a means for assessing what extra-curricular college activities are performed by the faculty member including college committees, college governance processes, student activities, and/or statewide professional activities.

4. The process includes assessing what service to the community the instructor provides by participation in voluntary organizations, serving on governmental committees, giving speeches or otherwise giving of their expertise.

5. The process provides for self-evaluation and identification of self-determined goals as important aspects of the process.

E. Assignment and Load

A vital form of institutional support for an excellent faculty is appropriate recognition and adequate flexibility in terms of assignment and load to foster innovation, professional development, creativity, and effectiveness in carrying out institutional responsibilities other than teaching, counseling, or serving in the library. These professional activities outside the classroom, the counseling center, and the library have become a much more important part of a faculty member's responsibilities in recent years as community colleges move further away from a model identified with primary and secondary schools. Since colleges increasingly depend on faculty for the performance of a variety of professional responsibilities, therefore the evaluation of the faculty must measure the success at a particular college of involving the faculty in these expanded duties.

1. What data are collected to evaluate the work of faculty performing non-teaching roles such as advising and recruiting students, developing curriculum, hiring and evaluating other faculty, and serving on college committees? Does the load of the faculty realistically encourage performance of these associated responsibilities?

2. What percentage of the faculty serve on college committees?

3. Have the faculty established an effective academic or faculty senate? This academic senate should be able to carry out its responsibilities for academic and professional matters at the college. The college should provide adequate support to the senate to enable it to meet its responsibilities and appropriate delegation of authority should take place from the governing board to the senate.

F. Faculty Effectiveness

There are real difficulties encountered in assessing faculty effectiveness. There is no set of skills which every teacher should use. Counselors can be effective using any one of a variety of approaches. There is no single correct way for librarians to work with students. Another difficulty in assessing faculty is that when students do the evaluating they may very well assume an easy or entertaining teacher is a good teacher. When faculty peers do the assessing, they, too, may judge on how well they like the faculty member or how similar his or her style is to their own. Nonetheless, if students in general are reporting mediocre ratings and few faculty are judged to be excellent, there is a problem. Faculty can certainly learn to be effective without taking classes in teaching techniques. However, one sign of a faculty committed to excellent teaching is the number who do take formal instruction in teaching strategies, especially techniques and strategies for reaching students from ethnic backgrounds different from their own.

1. What is the percentage of the faculty that are judged by students to be highly satisfactory? What is the percentage judged by students to be satisfactory? What is the percentage judged by peers to be highly satisfactory? What is the percentage judged by peers to be satisfactory? If the college's evaluation system does not yield data that can be combined in exactly this way, then the closest similar data should be provided. What is

done to improve the skills of faculty? Is there a formal program for improving the skills of those who get student or peer reviews that indicate they have skills below the average for the faculty as a whole?

2. What is the percentage of the faculty who have had formal instruction in pedagogy, including those faculty members who have received pedagogical training as an in-service activity?

3. What is the percentage of the faculty who have received training in dealing with a multi-cultural student body? What is the percentage of the faculty who have received training in the diversity of learning styles?

4. What data are collected to evaluate the effectiveness of counselors, librarians, and other non-classroom faculty?

G. Staff Diversity

The hiring process, staff development program, evaluation system, pattern of assignment and load, and measures of discipline preparation and faculty effectiveness should all be organized to help the community college ensure that the faculty and administration it hires and retains are people who are sympathetic and sensitive to the racial and cultural diversity in the colleges and are themselves representative of that diversity.

II. Measures of Student Success

The ideal measure for a faculty, an administration, or a college would be the degree to which they contribute to the motivation and achievement of the college's students. However, since the student body at a particular college is different from the student body at every other college in ways that are difficult to measure, even data about student achievement may mean little. For example, a college with a high transfer rate may owe this success to the quality of its faculty, but it may also owe it to the nature of its students or some combination. Sorting out the precise cause is impossible. Thus, any data about student success would be of little or no value as a measure of the effectiveness of a faculty unless the data are used as one of a number of measures and compared to other colleges with similar student bodies.

A. What is the percentage of students who receive degrees as compared to other colleges with similar student bodies? What is the percentage of students who receive certificates as compared to other similar colleges? What is the percentage of students who receive certificates as compared to other similar colleges? What is the percentage of students who transfer as compared to other similar colleges?

B. What is the percentage of students who complete the semester compared to colleges with similar student bodies?

C. What is the percentage of students who complete the goal they set for themselves as compared to other colleges with similar student bodies: transfer, associate degree, certificate of achievement, or other goal?

D. What is the percentage of students in basic skills and ESL classes who successfully complete these courses? What is the percentage of those students who successfully complete a second course which has, as its prerequisite, a basic skills or ESL course which the student successfully completed?

E. What is the retention rate for ethnic minority and disabled students? How does that retention rate compare to the retention rate for the college's student body as a whole?

ACADEMIC SENATE RESOLUTIONS
on
ACCREDITATION
1979-1991

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES:

F79 Recommend that local senates be involved in the local accreditation process in the following ways:
a. Receive copies of the Accrediting Commission Handbook,
b. Be informed of accrediting team personnel and their assignments,
c. Be included in making the schedule for the visiting team, and
d. Receive a copy of the accrediting team's final report.

F79 Urge local senates to insure that faculty involved in the self-study or other accreditation processes on campus be appointed by the local senate and further urge that where colleges do not follow such a procedure, the Accrediting Commission note such fact in its final report in a negative manner, and be it finally urged that in the Commission's final report there be a response to any minority reports presented to it by the local senate.

F79 Recommend to local senates that the faculty members chairing or co-chairing the Self-study committee for accreditation receive reassigned time.

F81 Urge the Accrediting Commission to require local senate sign-off showing appropriate senate involvement in accrediting progress reports from local colleges.

S83 Recommend to the Accrediting Commission that the Accreditation Handbook require that a faculty member be appointed by the college academic senate as a co-chair of the self-study Committee for accreditation, and that the Self-Study report be signed-off by the academic senate before submission to ACCJC and that the Senate reaffirm its previous sign-off resolutions.

S83 Recommend that the Accrediting Progress Reports have a sign-off procedure indicating appropriate local senate involvement.

S84 Recommend that any minority report written by one or more members of an accreditation team be published as a part of the final accreditation team report.

S84 Urge the California Postsecondary Education Commission not to accept the State Department of Education approval process in lieu of accreditation for student aid, teacher credentialing and professional licensure.

S84 Recommend that degrees from non-accredited institutions not be considered in the awarding of academic rank.

S84 Request that all communications concerning each successive step in the accreditation process and follow-up that are sent by the Accrediting Commission to the CEO also be sent to the local Academic Senate.

S84 Urge WASC to inform Academic Senates as well as CEOs of pertinent information (procedural timetables, visiting team members, follow-up reports, etc.) as the on-going accreditation process occurs.

S84 Encourage local senates to make themselves aware of their rights and responsibilities in accreditation procedures, maintain a library of previous accreditation reports, the Accrediting Commission Handbook and other appropriate materials and that they effectively communicate this information to new senate leadership.

S84 Urge that each accreditation team be composed of at least 40% faculty membership.

S85 Recommend to the Accreditation Commission that high school faculty serve on the self study committee of each college undergoing accreditation, and further recommend to the Accrediting Commission that community college faculty serve on the self study committee of each high school undergoing accreditation.

S85 Support the delineation of roles between the Accrediting Commission and the Board of Governors.

F86 Amend the position paper on credentials adopted at the 1986 Spring Conference to read "from a regionally accredited institution" wherever a degree is mentioned as a requirement for teaching or for administration, and

Be it further resolved that the Academic Senate recommend to local senates that faculty members serving on hiring committees evaluate the degrees offered by candidates and consider only degrees from regionally accredited institutions, and

Be it further resolved that the Academic Senate recommend to local senates that college publications list only degrees from regionally accredited institutions, and

Be it further resolved that the Academic Senate recommend to local senates that for salary schedule placement and academic rank only degrees from regionally accredited institutions be considered, and

Be it finally resolved that the Academic Senate recommend to local senates that they establish a Professional Standards Committee where necessary to consider these recommendations and related issues.

F86 Recommend to the Accrediting Commission for Community and Junior Colleges:

1. That in the review of the accrediting handbook the commission focus on the delineation of functions, enhancing the role of local academic senates in the accreditation process of their institutions.
2. That the commission consider procedures for involving the senate in the various stages of the accreditation process.
3. That, in the event objections or reservations reach the commission from a local senate, the Commission acknowledge receipt of those objections or reservations and make them a part of the accreditation process.
4. That the final report that is sent before publication to the college president for factual corrections also be sent to the co-signators for similar corrections and joint approval.

F86 Recommend to local senates that they accept accreditation as a primary responsibility and that they try to assure:

1. That the membership of the accreditation steering committee be appointed with the concurrence of the academic senate and contain a significant number of faculty members.
2. That a faculty chair or co-chair of the accreditation steering committee (with reassigned time) be appointed with the concurrence of the academic senate.
3. That the senate or senate council meet with members of the visiting team (jointly or separately).
4. That department chairs have an opportunity to meet with members of the visiting team (jointly or separately).
5. That the senate be intimately involved in the various stages of the accreditation self-study and its recommendations.
6. That if the senate has objections or the senate president signs the self study with reservations, that the objections or reservations be submitted in writing to the accreditation commission for distribution to the members of the visiting team.
7. That any interim reports to the commission have involvement and concurrence of the local academic senate.

F87 Accreditation Sign Off

Recommend to the Accrediting Commission for Community and Junior Colleges that all reports representing the official position of a college relating to accreditation must be co-signed by the President of the college, President of the academic senate, and President ofthe student body.

S89 6 Year Comprehensive Study

Support the Accrediting Commission's recommendation that the fifth year review be replaced by a comprehensive self study and evaluation visit once every six years.

S89 Handbook Review

Urge the Accrediting Commission for Community and Junior Colleges to inform local senates about, and take testimony and recommendations regarding, the changes in the Accreditation Handbook to be issued in 1990.

S89 Faculty Team Chairs

Commend the Accrediting Commission for Community and Junior Colleges for appointing an increasing number of faculty members to chair accreditation teams, and

Be it further resolved that the Academic Senate for California Community Colleges recommend to the Accrediting Commission for Community and Junior Colleges that more faculty be designated as accrediting team chairs, and

Be it finally resolved that the Academic Senate for California Community Colleges recommend that the Accrediting Commission for Community and Junior Colleges urge local districts to provide support for faculty who chair accreditation teams.

F89 Senate Sign-off

Request the Accrediting Commission for Community and Junior Colleges adopt the following policy:

That the local senate president, or his/her designee, sign off on the annual accreditation report submitted to the Accrediting Commission.

F89 Local Senate Review

Request that the Accrediting Commission for Community and Junior Colleges adopt the following policies:

1. That the local senate president and/or designee and the college president meet with the team chair to review the accreditation team's findings at the end of an accreditation visit, and
2. That the local senate president and/or designee and the college president review for factual errors the draft of the team's report that is sent to the college.

F89 Delineation of Function

Recommend to the Accrediting Commission that the lack of a written delineation of function between the senate and the collective bargaining agent should not be perceived as a weakness in Standard 9C of the Accreditation Handbook.

F91 Accreditation Self Study Report

Urge the Accrediting Commission for Community and Junior Colleges to send a copy of the visiting team report to each person signing a college's self-study.

F91 Accreditation

Direct the Executive Committee to develop a position paper on the faculty role on accreditation visiting teams which could include but not be limited to:

1. The final CEO interview
2. Assistant to chair
3. Distribution of preliminary report
4. Proportion of faculty on team (at least 50%)
5. Faculty review of visiting team report
6. Faculty training in accreditation
7. Use of the Senate document "Accreditation: Evaluating the Collective Faculty"
8. Academic Senate involvement in choosing visiting team members

F91 Site Visitation Teams

Urge the Chancellor's Office to select faculty representatives from those nominated by the Academic Senate to serve on site visitation teams to review and evaluate categorical programs in such areas as matriculation, EOP&S and DSP&S and Affirmative Action, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to include a majority of faculty on site visitation teams for such categorical programs as matriculation, EOP&S, DSP&S, and Affirmative Action.

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